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Psychology and Psychic Culture. By REUBEN POST HALLECK. American Book Co., New York, 1895.

Mr. Halleck's psychology, which comprises some 360 pages, is designed as a text-book for high school pupils, and to quote from the author, "aims to present the latest ascertained facts of physiological as well as of introspective psychology."

The book is dated 1895, but none of the more recent contributions of French and German psychologists are mentioned, nor does the author manifest any acquaintance with much of the psychological literature available in English. A pupil might read the book carefully from beginning to end without so much as a suspicion that such things as psychological laboratories existed. On p. 65 Weber's law is thus stated: "To produce a change in any sensation, the stimulus must be increased one-third."

The book retains the old faulty classification of mental phenomena with some justification, since the text-book is an elementary one designed for pupils under twenty years old, but to give no hint that any other method of treating the subject exists, is scarcely in accordance with the author's claims. In the chapter on the emotions, the only authority to which the author refers for expression of the emotions is Darwin's "Expression of Emotions in Man and Animals" (1873). The book is really of the age of Porter, with a very thin and spotty varnish of more recent information.

The best portion is that which is devoted to practical precepts for emotional and voluntary control. Here the author has evidently read Prof. James' chapter on "Habit" to some purpose and uses illustrations well adapted to the design of the book.

THEODATE L. SMITH.

L'Année Psychologique. Par H. BEAUNIS et A. BINET, avec collaboration. Deuxième Année, 1895. Paris, Felix Alcan, 1896.

Psychologists are again heavily indebted to the perseverance and industry of MM. Beaunis and Binet and their collaborators. This number of *L'Année*, as the last, falls into three parts, devoted respectively to original articles, to general reviews of literature in several important fields, and to summaries and reviews of the publications of the year. The first two and last form almost equal parts of the entire work,—about 500 pages each.

The volume begins with an article by Prof. Ribot (Paris), "*Les Caractères anormaux et morbides.*" Under this title are treated those unstable types of character which range in intensity from the change accompanying religious conversion, or the two phases which the same individual shows in his place of business and his family circle, to the morbid forms of double personality. All these types are reduced to one, whose differentia is a lack of proper subordination of the different tendencies in the character; and the term *infantisme psychologique* (psychological childishness) is proposed to cover the entire class.

Prof. Forel¹ (Zürich) contributes "*Un aperçu de psychologie comparée.*" The article is based upon a discussion of the nature of consciousness in its relation to the social habits of ants. The social actions are reduced to automatic movements, mainly the function of ganglia in the head,—which persist in the race by survival. The development of consciousness in general is stated to consist in the subordination of the various independent groups of automatic actions to some one central group. The treatise is made the basis

¹Page 18.

for long disquisitions upon the nature of consciousness and the rival theories of heredity. The article contains much suggestive matter, though it is not always easy to see how some of the subjects treated are related to the main theme.

Prof. Flournoy¹ (Geneva) gives the results of an interesting investigation into the times of reading and omitting words. Two lists of twenty-four words each are prepared, in each of which twelve words come under some general category. In the first list the subject is required to read all the words which come under the category, in the second to omit them. It is found to require 25% more time to omit than to read a word. The writer's experiment does not seem quite "pure," however, since it assumes that the times of reading and omitting the words which do not belong to the category remain constant. The fact is taken to prove that the negative judgment is not so immediate as the positive; and this is explained in terms of a predisposition of the cortex to pronounce the words which come under the general category expected.

The results of some experiments upon association are presented by M. Bourdon.² The contribution is mainly valuable as an attempt at a method of classifying the results of introspection. It affords in this way much material as to the nature of the mental processes which underlie reading and the formation of successive associations in general.

Prof. Van Biervliet³ (Ghent) continues the investigation, begun by Flournoy, Dresslar, and Seashore, of the illusion of weights of various sizes; and obtains practically the same results as those authors. The results are stated in the formula that apparent weight varies directly with actual weight, and inversely with volume. Flournoy's disproof of the innervation sensation is challenged, — it seems, on insufficient grounds,—by the statement that volume acts through vision or the cutaneous sensibility upon the innervation sense.

"*Circulation Capillaire de la Main*,"⁴ by MM. Binet and Courtier (Paris), gives an accurate study of the effects of respiration, of the position of the arm, of cold, of noises, and of mental work upon the pulse. The paper is remarkable for the ingenuity with which many sources of error have been discovered and eliminated. The most important result of the experiments was to show that many constant individual peculiarities exist, and persist over long periods of experimentation. The investigation is to be extended to the effects of the emotions, and the results are promised for the near future.

The same authors give an account of a method for applying the graphic method to study the action of the fingers in playing the piano.⁵ A Marey tambour is connected with the keys of a piano in such a way as to record the intensity, duration and form of the pressure exerted in striking them. This affords an excellent means of studying the finer shades of expression in music, and of discovering the errors which are made in rendering a selection.

M. Paul Xilliez⁶ finds that a list of figures tends in memory to become continuous,—that is, that the arithmetical differences between the succeeding numbers in the series tend to decrease.

¹ *Note sur le "Temps de Lecture et d'Omission,"* p. 45.

² "*Recherches sur les Phénomènes Intellectuels*,"

³ "*La Mesure des Illusions des Poids*," p. 79.

⁴ Page 87.

⁵ "*Recherches Graphiques sur la Musique*," p. 201.

⁶ "*La Continuité dans la Mémoire immédiate des Chiffres et des Nombres en Série Auditive*," p. 193.

In "*Le Peur chez les Enfants*,"¹ Prof. Binet gives the results of a *questionnaire* on morbid fear in children, addressed to French teachers. The results show the great prevalence of such morbid emotions as fear of the dark, of solitude, and of loud noises. It is found to be coincident with poor physical development, ill health, and with a vivid imagination, and to be more frequent in girls than in boys. The article ends with some practical directions for overcoming the psychosis.

To M. Victor Henri has been intrusted the work of the volume upon cutaneous sensibility. He contributes an original article, "*Recherches sur la Localisation des Sensations Tactiles*,"² which embodies the result of his recent work in the Leipzig laboratory and the "*Révue générale sur le Sens de Lieu de la Peau*."³ In the former article M. Henri insists upon the advantages of localizing a touch upon the skin on a photograph or model of the member, instead of upon the member itself, and upon the value of introspection during the experiments. His results are practically coincident with those of his previous contribution to the subject. In the explanations of the results, much attention is paid to the influence of the visual image, but the author does not seem to be familiar with Miss Washburn's treatise on the subject. He promises, however, to give a complete theory in a later article. The general review of the literature is admirable in the main, though here again, perhaps, a slight tendency is shown to underestimate work which is not done by the author's own method.

MM. Binet and Henri collaborate in a review of the work done upon what has now come to be termed, technically, Individual Psychology.⁴ They suggest a new series of simple tests to supersede those now in use, which were proposed by Jastrow, Cattell, Kraepelin, and Münsterberg. The tests are intended to cover ten processes: memory, the nature of the memory image, imagination, the faculty of comprehending, suggestibility, æsthetic and moral sentiments, the force of muscle and will, and motor adaptability.

Many ingenious tests are given under these heads, which are selected from those departments in which individual variations are greatest. The entire series can be applied in an hour and a half, and requires no elaborate apparatus. It is only to be regretted that the authors should find it necessary to sacrifice scientific accuracy of statement to popular exposition. The faculty of comprehension and force of will belong to the psychology of Wolff rather than to the psychology of the laboratory.

In addition to these reviews, Dr. Azoulay covers the recent literature in the field of histological psychology, M. Jacques Passy gives a thorough and comprehensive résumé of the important literature on the olfactory sense, and M. Henri gives one of the clearest and most comprehensive statements of the use of the theory of probabilities in psychology that has as yet appeared.

The reviews and abstracts of current literature occupy the third part of the work. This is, for the most part, a model of what such work should be. The abstracts themselves are in the main very thorough, and always extremely clear. The arrangement is excellent, and the work will undoubtedly prove of great value to the psychologist. It is difficult to see how the work, as a whole, could have been improved.

¹ Page 223.

² Page 168.

³ Page 295.

⁴ "*La Psychologie Individuelle*," p. 411.

The bibliography and index are translated from those prepared by Messrs. Farrand and Warren for the *Psychological Review*.

One closes the book with a feeling of wonder that the editors—M. Binet in particular, upon whom the greater part of the work seems to have fallen—found time or energy to do so much, and to do it so thoroughly. W. B. PILLSBURY.

Pour et contre l'Enseignement philosophique. Extrait de la Revue Bleue. Paris, Alcan, 1894, pp. 178.

The articles and replies which compose this volume appeared in the *Revue Bleue*, between January and May, 1894. The articles were written by the journalist, M. Fernand Vandérem, on "*l'Enseignement de la Philosophie: Une classe à supprimer*" in the above *Review*; the letters form replies to and discussions on these articles contributed by the leading educators of France, amongst whom are MM. Th. Ribot, Boutroux, Paul Janet, Fouillée, Marion, Marillier, l'abbé Clamadieu and H. Taine.

The volume contains no statistics, little or no precise data, and the proposed reforms are only hinted at; it is largely a popular discussion on the present status of philosophical instruction in the lycées of France. M. Vandérem says he wrote the articles in question "from intuition, memory and *sentiment* mostly, without documents, with a complete ignorance of the analogous controversies which had preceded." He writes with grace and ease, and with the delightful *insouciance* characteristic of a French journalist.

His fundamental criticisms, directed not against philosophy in general, nor against the university, but against the present method, quality and quantity of instruction in philosophy, are on the whole supported by the other writers. Summed up, his charges may be stated thus: The course of studies in philosophy is too full, too over-burdened; the professors have not the time to compass it; the instruction preparatory to philosophical instruction is unsuitable; the scholars are hence not prepared to comprehend it; the professors are above their task in matter of knowledge, and "are not able or do not deign to lower themselves to it;" the rôle of instruction in philosophy is to teach the pupils not systems, but to think,—to form not erudite metaphysicians, but reflective and moral minds; in this sense the courses of study ought to be corrected, and in this sense the professors ought to teach.

M. Th. Ribot writes: "I would say (and I could cite high authorities, too, if need be) that too often the instruction is above the heads of the pupils; moreover the greater part are dissatisfied with it, and the others become intoxicated with generalities and formulæ, under which they are unable to subsume anything, because for that years would be necessary. The defect lies in the course of studies, but more especially in the methods." This cry is again voiced by M. Boutroux: Instruction in philosophy is an initiation into philosophical reflection, it is not a hasty exhibition of all philosophy and of all the history of philosophy in a short space. M. G. Monod objects energetically to present state of affairs and to the "*scribendi cacæthes philosophique*" engendered by the present system of teaching. M. Fouillée wishes to extend the course in morals, and especially social ethics. M. l'abbé Clamadieu wishes to simplify the matter and to introduce philosophical instruction into all the classes without prejudice to a class in "*philosophie finale*." M. Vandérem concludes that all those who are the reputed leaders of thought in France have pronounced in favor of a remodeling of the course of study and of a betterment in philosophical instruction.

ARTHUR ALLIN.